2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet   Type of School: _x_ Elementary __ Middle __ High __ K-12

Name of Principal _____Mr. Rick Knisely_____
         (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name _____Huntley Project Elem K-6_____
                  (As it should appear in the official records)

School Mailing Address_____1477 Ash Street_____
                  (If address is P.O. Box, also include street address)

Worden _____   Montana_____   59088-2221
City   State   Zip Code+4 (9 digits total)

County _____Yellowstone_____School Code Number*_____1296_____

Telephone (406) 967-2540_____Fax (406)   967-2547_____

Website/URL__www.huntley.k12.mt.us_____   E-mail _____rknisely@huntley.k12.mt.us_____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* _____Mr. Dave Mahon_____
                  (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name____Huntley Project School District #24_____ Tel._ (406) 967-2540

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson_____Mr. Larry Peabody_____
                  (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: __1__ Elementary schools
      _____ Middle schools
      __1__ Junior high schools
      __1__ High schools
      _____ Other

      __3__ TOTAL

2. District Per Pupil Expenditure: $7,037

    Average State Per Pupil Expenditure: $7,578

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

    [ ] Urban or large central city
    [ ] Suburban school with characteristics typical of an urban area
    [ ] Suburban
    [√] Small city or town in a rural area
    [ ] Rural

4. __8__ Number of years the principal has been in her/his position at this school.

    _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					**7**			
K	28	20	**48**		**8**			
1	23	26	**49**		**9**			
2	22	18	**40**		**10**			
3	24	29	**53**		**11**			
4	25	41	**66**		**12**			
5	26	29	**55**		**Other**			
6	22	24	**46**					
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					357

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6. Racial/ethnic composition of   87 % White
    the students in the school: 1 % Black or African American
                                             4 % Hispanic or Latino
                                             1 % Asian/Pacific Islander
                                             6 % American Indian/Alaskan Native
                                  100% Total

    Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: ___30_%

    (This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	63
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	49
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	112
(4)	Total number of students in the school as of October 1	377
(5)	Subtotal in row (3) divided by total in row (4)	0
(6)	Amount in row (5) multiplied by 100	30

8. Limited English Proficient students in the school: __0__%
                                                 ___1___Total Number Limited English Proficient
    Number of languages represented: ___1____
    Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: ___40_%

    Total number students who qualify: ___138___

    If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

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10. Students receiving special education services: ___12___%

                                          ___43___Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

_0_ Autism	_0_ Orthopedic Impairment
_0_ Deafness	_0_ Other Health Impaired
_0_ Deaf-Blindness	_17_ Specific Learning Disability
_0_ Emotional Disturbance	_10_ Speech or Language Impairment
_0_ Hearing Impairment	_0_ Traumatic Brain Injury
_0_ Mental Retardation	_0_ Visual Impairment Including Blindness
_16_ Multiple Disabilities	_0_ Emotional Disturbance

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	Part-Time
Administrator(s)	1	
Classroom teachers	19	
Special resource teachers/specialists	12	
Paraprofessionals	7	
Support staff	1	
Total number	40	

12. Average school student-"classroom teacher" ratio: ___19___

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	93%	97%	96%	95%	%
Daily teacher attendance	97%	97%	96%	98%	%
Teacher turnover rate	12%	8%	8%	4%	%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Narrative Snapshot of Huntley Project Elementary

Huntley Project Elementary School is a K-6 institution with an enrollment of approximately 400 students. Kindergarten students attend all day, every other day. Huntley Project is a consolidated school district serving the communities of Worden, Ballantine, Pompey's Pillar, and Huntley. The school is located 18 miles east of Billings, Montana, in the community of Worden. It shares a campus with the junior high school and the high school. We are affiliated with a special needs preschool in a neighboring school district. The Huntley Project Elementary School as outlined in our Five Year Comprehensive Education Plan (Five Year Plan) is committed to the goal of all students achieving proficiency in reading, math, science, language arts and social studies. More specifically the goal is for all students to demonstrate continuous improvement in reading and math.

In partnership with the community and as advocates for learning, our mission is to provide students with a safe positive environment in which they can acquire the knowledge, skills and attitudes necessary to meet the challenges of the 21st century with confidence and success.

The elementary classes are self-contained, with all students receiving instruction in communication arts (oral language, reading, writing, spelling, penmanship, and grammar), math, science, social studies, music, art, and health enhancement. There is an emphasis throughout the curriculum on higher-level thinking skills, writing skills, social skills, self-esteem, and curriculum integration. Our school has recently adopted Accelerated Reader (AR) in grades K-6 as a supplement for the reading curriculum, along with Accelerated Math (AM) in grades 4-6. Many of our faculty members have been trained in the Montana Behavioral Initiative (MBI) as well, which is practiced throughout the school in order to enhance our school climate.

In addition to the regular education program, we offer many special programs. The Gifted and Talented Curriculum and Extended Arts Program are available to identified students in grades 3-6. Our special needs population served through three certified teachers along with six paraprofessionals makes up 12% of our enrollment. Our two and one half Full Time Employees (FTE) serve our at-risk students in both reading and math. We utilize a balance between the inclusion model, pullout model and a self-contained learning lab setting for our severely handicapped students. We have specialists in art, music, library, counseling, and health enhancement.

We employ a school psychologist, speech pathologist, physical and occupational therapist through our special education co-op. Two school-based counselors are also available as well as a school nurse. We also utilize many parent volunteers through our local Parent Teacher Student Association (PTSA). An Intervention Assistance Team is in place to assist teachers and students. Family Fun Reading Night is very popular with parents and students!

Students are able to participate in extra-curricular activities at the 5th and 6th grade levels. They have the opportunity to be involved in football, volleyball, basketball, cross-country, wrestling and track. There is also a 5th and a 6th grade band program and a 4th, 5th & 6th grade Honor Choir. The 5th and 3rd grade students are instructed in the Drug Abuse Resistance Education (D.A.R.E.) program.

Our school was recently awarded the 21st Century Community Learning Center Grant entitled *Kid Connection*. The program is conducted Monday through Thursday, 3:30 to 5:30 p.m. Transportation is also provided.

All classrooms are equipped with at least two Internet accessible computers. In addition to the computers, many classrooms have Alpha Smarts, and Franklin Spellcheckers. Each classroom has a phone, television and video/digital disk recorder. A school computer lab is equipped with eighteen state-of-the-art computers with a computer projector.

PART IV – INDICATORS OF ACADEMIC SUCCESS

I. Assessment Results in Reading (language arts or English) and Mathematics

The goal for all students is to demonstrate continuous improvement in reading and math. Student performance in attaining this goal is measured by the Montana Comprehensive Assessment System, (MontCAS), Phase 1 and Phase 2. The testing is based on Montana Content and Performance Standards and given in March of each year to every student in grades 4, 8 and grade 11 for Phase 1 and grades 4, 8 and grade 10 for Phase 2.

The two assessment phases are the norm-referenced test, Phase 1 which is the Iowa Test of Basic Skills (ITBS), and the Criterion Referenced test (CRT), Phase 2. We have administered the CRT one year, 2003–2004 and have one year of data. Huntley Project Elementary met the state's proficiency levels last year with the CRT, and made Adequate Yearly Progress, (AYP). The scores reflect a 95% confidence interval applied by the state. We had a 100% participation rate and a 93% attendance rate. Sixty six percent (66%) of our students were proficient or above in reading and 59% of our students were proficient or above in Math. The state mandates for AYP were a 95% participation rate, an 80% attendance rate, with 55% proficient in reading and 40% proficient in math.

The data from the ITBS, administered for the last 4 years, is significant for comparison and reporting purposes. Our students have shown dramatic improvement over the last three years in the all students group combined as well as the disaggregated group, disadvantaged (free/reduced) in both Reading and Math. High levels of achievement by all students were attained in both reading and math for the year 2004, 68 percentile in reading and 73 percentile in math.

The percentile rank of average standard scores in reading for all students increased from 58 in 2002 to 68 in 2004, a jump of 10 percentile points. In the area of disadvantaged, the percentile scores increased from 46 in 2002 to 58 in 2004, a jump of 12 percentile points.

The percentile rank of average standard scores in math for all students increased from 57 in 2002 to 73 in 2004, a jump of 16 percentile points. In the area of disadvantaged, the percentile scores dramatically improved from 38 in 2002 to 66 in 2004, a jump of 28 percentile points. (The disadvantaged students performed at the same percentile score as the average for the state of Montana for all students in 2004.)

The achievement gap between the disadvantaged disaggregated group and all of our students combined, in both reading and math, are rapidly decreasing. The gap in percentile points in Math went from 19 in 2002 to 7 in 2004. In reading, the gap went from 12 points in 2002 to 10 points in 2004.

There are four categories used for proficiency reporting, novice, nearing proficient, proficient and advanced, (reported as proficient/above). The participation rate for our school ranged from 98 to 100%.

The Huntley Project grade 4 results in Reading show that for all students the performance at proficient/above was consistently at or above the state level for the last 3 years. The number of students proficient/above in the disadvantaged group dramatically improved from 60% in 2002 to 70% in 2004. (47% of this 4th grade is in the disadvantaged group.) This is an increase of 10% of students performing at proficiency/above.

The Huntley Project grade 4 results in Math show that for all students the performance at the proficient/above level has steadily increased over the last three years. The proficient/above level rose from 69% in 2002 to 88% in 2004, an increase of 19%. The number of students in the disadvantaged group performing at proficient/above dramatically improved by 32%, in 2002, 52% were proficient/above and in 2004, there were 84%. (Our sub group score in 2004 was higher than the score for all students in the state in math, and 48% of our 4th graders were in this sub group.) In Math, the achievement gap is closing dramatically between all students and those in the disadvantaged group (17% in 2002 to 4% in 2004).

Website for information: IOWA – data.opi.state.mt.us/irisreports/, CRT AYP Report: www.opi.state.mt.us - click on NCLB report card, Report – AYP-Huntley Project K-6

II. Uses of Assessment Data

The Five Year Plan provides the framework for our collection and use of assessment data. Data collected from a variety of sources is used to determine our strengths and weakness in student performance of essential skills as specified in our curriculum. The goals of instruction are for all students to be proficient or above in reading and math. Thus, the data is the foundation of our application and adaptation of curricular materials and programs to meet our students' needs.

Dynamic Indicators of Basic Early Literacy (DIBELS) identifies children at risk in basic early literacy skills. The screening function, using DIBELS, begins in Kindergarten and is conducted in fall, mid-winter and spring of each year through grade two. The progress-monitoring components of DIBELS are used selectively with identified at risk children on a weekly basis. Fox in a Box assessments are used along with DIBELS. Best practices programs are used to address the areas identified.

Northwest Evaluation Association (NWEA) testing is administered to grades 3 through 10 in the fall and spring in reading, language usage and math. MWEA testing, a computerized program with immediate feedback, is used to provide teachers, students and parents an accurate assessment of student progress in mastering the basic skills. The program is aligned to Montana State Content and Performance Standards and provides a continuum of essential skills that identify the instructional level of the student. This enables our teachers to provide group instruction at the skill level of the students. This is carried out in the classroom or specific intervention programs such as Title programs and before or after school programs.

On-going research based assessment provided by computer technology includes STAR Math, STAR Reading, AR, AM, Lexia Quick Reading Tests, Lexia Phonics Based Reading (PBR), Lexia Early Reading (ER), and Lexia Strategies for Older Students (SOS).

The ITBS and CRT allow us to monitor how are students are progressing compared to national norms and state standards. Using the resources provided by the testing companies allow us to determine specific areas in our curriculum that are weak or below state performance levels and address those specific needs of our students. Best Practices programs and curriculum materials are then reviewed by our school and implemented where needed.

III. Communication of Student Performance

Huntley Project Elementary communicates student performance and assessment data both formally and informally to students, parents and the community on a regular basis. Through daily tasks, students are kept informed of their progress. After the DIBELS assessment in the fall, a formal parent meeting is scheduled to review the results with identified student's parents. This meeting is scheduled throughout the year on an as need basis.

Each year, two formal parent teacher conferences are scheduled with the parents of Kindergarten students. One formal parent teacher conference is scheduled with parents of students in grades 1 – 6. During this conference, ITBS data, NWEA student reports and CRT student reports are shared with the parent. Report cards are sent home every nine weeks. Parent reports from STAR Reading and STAR Math, and the Accelerated Reading Program, are included with the report card. Weekly Teachers Newsletters are sent home with the students.

Before the school year begins, the parents receive their student's class placement list, a syllabi from their teacher outlining discipline, major activities and projects for the school year.

In the fall of each year, we host an Open House for the students, parents and community. The PTSA, Boy Scouts, Girl Scouts, Drug Free Schools Program, and a host of information about other special programs are presented at this time.

At the end of every semester the principal hosts an Awards Assembly honoring student achievements and academic accomplishments for the students, the parents and the community.
A monthly newsletter is sent to every parent and community member. Assessment results and AYP Status are reported on State Assessments after they are released by the Office of Public Instruction (OPI). These

same results are reported formally in the local newspaper.

In the early spring, a Family Fun Reading Night is scheduled for 10 weeks and allows parents to interact with their child in their reading program. The parents become involved with the goals for AR, their STAR score and the reading process.

IV. Shared Successes

We belong to Alliance for Curriculum Enhancement (ACE), a consortium involved in collaborating on curriculum development. The consortium goal is to identify best practices programs that have worked in consortium schools that will assist in meeting benchmarks at grade level in reading and math.

Each summer a group of teachers attend the weeklong MBI workshop. Part of that process is working with other schools with similar demographics to review our data based climate issues and develop best practice strategies to address our needs.

Our testing coordinator recently conducted a workshop for a neighboring school district to introduce the process of aligning the curriculum to state content and performance standards. The coordinator then trained the teachers in that school to use the web based data interpretation program to analyze CRT testing data and how to use that data. The goal of the workshop was to improve the alignment of their curriculum to state content and performance standards to improve their students' performance on state tests. The coordinator is available to help the school with this project on an as need basis.

At Montana Education Association (MEA) Conferences and at Montana Conference of Educational Leadership we have many occasions to share our success stories with other schools as well as learning from others what their best practice programs are and how they use them in their schools.

We look forward to sharing our success as a Blue Ribbon School with our neighboring schools The Huntley Project Elementary principal, testing coordinator and staff, will be available to share our success information in the form of a Power Point presentation with the schools that request our information.

PART V – CURRICULUM AND INSTRUCTION

I. School Curriculum

We at Huntley Project Elementary School believe that students have different abilities, needs, interests, and learning styles. We also believe that all children can learn and meet grade level standards. Through our membership in the A.C.E. Consortium, we developed grade level benchmarks and essential skills for each curriculum area. In 2002, the Montana OPI extended and refined grade level expectations for grades 3-10 and upon graduation for reading and math that meet federal requirements under NCLB. The essential skills were vertically and horizontally aligned with Montana's OPI Content and Performance Standards. Our use of progress monitoring helps evaluate student growth and determines the need for remediation. Our Five Year Plan provides a time line for continually reevaluated of our curriculum.

The Huntley Project Elementary School communication arts curriculum includes reading, literature, media literacy, speaking, listening, spelling, and writing. Our reading program uses research-based instruction that centers on phonemic awareness, phonics, vocabulary, comprehension and fluency. We currently use the Harcourt Collections basal series, Saxon Phonics and Spelling, Lexia computer-assisted phonics, the AR program and STAR Reader assessment, Houghton Mifflin English, Houghton Mifflin Spelling, and the 6+1 Traits of Writing program.

Our mathematics curriculum includes skills, strategies and processes that allow learners to solve problems, to communicate ideas and strategies, to apply skills in other disciplines, to understand and investigate mathematical concepts and to use math to make connections to real-world situations. We

currently use the Saxon Mathematics program that addresses the National Council of Teachers of Mathematics (NCTM) standards in problem solving, algebra, geometry, measurement, and statistics. Grades 4-6 successfully incorporate AM to meet students' individual needs.

Our science curriculum helps students develop an understanding of the world and to acquire and apply critical thinking and problem-solving skills necessary to live in a technological society. Additional resources like Scholastic News, Time for Kids, and a variety of nonfiction science books and materials are used to make the standards more current.

The social studies curriculum is an integrated study of social sciences and humanities designed to foster citizenship in an interdependent world. Study of such disciplines as economics, history, geography, and government allow students to develop knowledge, skills and thinking processes necessary to become active participants in the democratic process. Students also develop an understanding of their own unique cultural and geographic heritage. We use Scholastic News, Time for Kids, and local newspapers to help students learn to read and interpret national news and current events.

The library media curriculum allows students to access a variety of information sources and formats, to evaluate information, to be exposed to diverse ideas and creative expressions. The technology curriculum provides access to information and supports learning in all subjects.

Music and art are creative forms of expression and communication. They contribute to the creative thinking process and to academic success. Our music curriculum addresses music appreciation, basic theory, and performance. Our art curriculum includes art appreciation, art history, and art instruction with the use of a variety of medias.

The health enhancement curriculum provides the essential skills need for productive citizens to engage in a high quality of life for the well being of the individual, the community and the nation. It covers both physical education and health instruction.

II. Reading Curriculum

The goal of the reading curriculum at Huntley Project Elementary School is based on the philosophy that reading and learning are a bridge to the future for our students and for our nation. During the strategic development of our Five Year Plan we recognized the need to improve student reading comprehension, phonetic word analysis, and vocabulary skills.

Reading instruction is a priority in kindergarten through third grade. Our belief is that students "learn to read" during these important years. We use research-based instruction that centers on phonemic awareness, phonetic analysis, whole word techniques, vocabulary, comprehension, and fluency. Harcourt Collections is used in kindergarten through fifth grade. Collections are designed to allow for six weeks of unit and/or novel study. Lexia Phonics and Saxon Phonics and Spelling are used to ensure a strong phonetic foundation at the kindergarten through third grade level.

In fourth through sixth grade the instructional emphasis is placed on "reading to learn". We use Harcourt Collections and novels from the Pegasus Reading program. A strong literacy approach focuses on vocabulary, comprehension, and higher-level thinking skills. Students at this level need to be able to apply their reading skills and strategies independently.

The STAR reading assessment is used to determine each student's zone of proximal reading development. It provides valuable information that teachers and parents use to guide students' independent reading. We find that our K-6 Accelerated Reader program is an amazing tool which motivates student reading and gives the teacher up to the minute data on how well the students comprehend what they are reading.

In order to meet the needs of the at-risk readers, our Title I teachers use an assortment of assessment tools and instructional approaches. The DIBELS program is used for assessment and progress monitoring at the K-2 level. A variety of intervention programs are used which include Road to the Code, Read Naturally, and the Collections Intervention Program.

III. Mathematics Curriculum

The strategy and action plan for our mathematics curriculum is data driven and outlined in the Five Year Plan. Our goal is to increase the computation and problem solving skills of our students. Elementary staffs utilize Saxon Math to meet this goal. Desired goals are to have all students become proficient or above on state assessments and acquire the knowledge, skills, and attitudes necessary to meet the challenges of the 21st century with confidence and success.

Saxon math emphasizes the mastery of basic facts to ensure that students can complete grade level computation activities more accurately and efficiently. Concepts are introduced in increments that build on prior learning. Through direct instruction this explicit, systematic approach ensures consistency between grade levels. Frequent benchmark assessments determine student mastery of concepts and skills. In grades K-4 the program utilizes a hands-on approach through the use of manipulatives. The students progress from this concrete level of development to an abstract understanding in the upper grades. The program also includes a strong parent component through daily homework assignments.

In order to challenge our students, grades 4-6 use the AM program. This computerized program supplements the Saxon curriculum. Each student works individually and masters skills at his or her own pace. This method challenges the advanced students and provides skill review for those who need additional reinforcement.

IV. Instructional Methods

At Huntley Project Elementary we use a variety of instructional methods to maximize student learning and to ensure academic growth. These methods incorporate strategies that are teacher-directed, student-driven, and computer-based.

Direct instructional activities use an explicit approach to learning. These include whole class and one-on-one instruction, group response, drill and practice, and cooperative learning. Our phonics, spelling, and math programs are based on incremental learning. Specific skills, or increments, are introduced and reviewed to mastery with daily drill and practice. As new skills are introduced, previously learned skills are reinforced to mastery and phased out when appropriate. The increments spiral along the scope and sequence of the continuum.

Implicit instructional practices, as emphasized in the whole language approach, are still used to encourage independent thinking, creativity, and higher level thinking skills. Student-driven activities include cooperative learning, cross-age peer tutoring, and partnering. Computer-based learning is also an effective tool to engage students in learning. We use word processing, Internet research, reading skills practice (Lexia), AR, and AM. In using these instructional methods we facilitate metacognitive abilities, attention skills, independence, a strong work ethic, and social skills.

We continue to search for best practices instructional strategies, which create a learning environment where every child experiences success in school, and no child is left behind.

V. Professional Development

The district developed a professional development plan to achieve the instructional strategies and ultimately the school goals in math and reading. Early outs have been regularly scheduled for Wednesdays and Fridays for the purpose of staff development. The district conducted a staff development training provided by Brett Walker, the principal of a Blue Ribbon School in Powell, Wyoming. Brett provided instruction and methodology of grouping instruction and standards based instruction. He introduced a proficiency model that was then followed up by the staff development training.

The best practices testing program we chose to use is the NWEA computer based testing program. This program is aligned with our Montana State Content and Performance Standards with a vertically aligned learning continuum that allows for identifying student instructional levels. This information

allows grouping of students according to their instructional level. Extensive training is conducted with our teachers for the implementation of this program.

Regular curriculum development meetings are held to study the data and address our needs for the school year. Our school district sends staff members to visit other school systems using best practices programs. Our teachers also mentor each other in their specific areas of success. During the summer months, staff attend MBI, providing information on climate development in our school. Many teachers attended the Reading First Institute in August of 2004. Summer workshops were attended by staff on technology, as well as a Sopris West Best Practices Workshop. Our Title I teacher was trained in the use of the DIBELS assessment program, and the FOX in a BOX assessment program. In turn the necessary staff. are trained. We are constantly using our data to determine our needs and in turn using staff development programs to learn how to better meet our student's specific needs.

During the 2003–2004 school year, all of the paraprofessionals were provided training and certification in reading, writing and math. The IOWA and CRT test results reflect how this process has positively affected student achievement.

PART VII - ASSESSMENT RESULTS

State Norm Referenced Tests: Reading and Math – MontCas, Phase 1

The State of Montana used the ITBS, Iowa Test of Basic Skills, for its assessment of the mastery of the Montana Content and Performance Standards. This formal assessment, and its mastery formula, has been in place for the last 4 years. This particular test was chosen because it was found to be closely aligned with our state standards

No groups were excluded; all groups were included in taking this assessment. The state developed an alternate assessment for those students qualifying. The state along with the testing company developed an extensive plan for accommodations, which were both allowable and not allowable. All scores reported on the following tables are valid. If accommodations were used, they were allowable.

Norm-referenced test are designed to assess student knowledge and skills commonly taught across the United States. Performance of Montana students is compared with a sample of students from across the United States.

Explanation of the standards for Novice, Nearing Proficiency, Proficient, and Advanced.

Novice count: The number of students tested in the grouping for which results are requested whose scores correspond to Stanines 1 through 3.

Nearing Proficient count: The number of students tested in the grouping for which results are requested whose scores correspond to Stanine 4.

Proficient count: The number of students tested in the grouping for which results are requested whose scores correspond to Stanines 5 through 7.

Advanced count: The number of students tested in the grouping for which results are requested whose scores correspond to the Stanines 8 and 9.

Proficient Percent: A ratio of the Proficient Count to the Tested Count, expressed as a percent.

Advanced Percent: A ratio of the Advanced Count to the Tested Count, expressed as a percent.

In January of 2002, the U.S. Department of Education determined that the MontCAS, Phase 1, did not meet all the provisions of the federal law: Title 1 of the Elementary and Secondary Education Act. On April 5, 2002, The Montana Office of Public Instruction (OPI) entered into a compliance agreement with the U.S. Department of Education that requires Montana to implement a number of actions by April 5, 2005, to bring the state into compliance with the above-referenced statute, as well as provisions of the

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federal NCLB.

Montana has received federal appropriations to develop and implement the required assessment components. This new portion of the states testing program is know as MontCAS, Phase 2. OPI as well as educators from across the state in partnership with Measured Progress developed the CRT test. That test was administered in the 2003 – 2004-school year and scores as reported on the AYP report are included in Part V, the meaning of the schools assessment results. Since we only have one year of data we did not include that data in our tables. We, however, used the data extensively in our evaluation of our curriculum and its effect on our 5 Year Comprehensive Educational Plan.

Table 1

REFERENCED AGAINST NATIONAL NORMS

Subject___Reading_____ Grade__4____ Test___Iowa Test of Basic Skills (ITBS) Form A__

Edition/Publication Year__2000_ Publisher_____Riverside Publishing Company_____

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles _X__

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	
SCHOOL SCORES					
Total Score	68%	67%	58%	67%	
Number of students tested	50	49	58	59	
Percent of total students tested	100%	100%	98.2%	100%	
Number of students alternatively assessed	1	2	1	0	
Percent of students alternatively assessed	2	4	1.7	0	
SUBGROUP SCORES					
1. Female	68%	65%	55%	67%	
Number of students tested	23	23	22	35	
2. Male	68%	69%	60%	66%	
Number of students tested	26	24	35	24	
3. NOT Free and Reduced	76%	74%	65%	67%	
Number of students tested	26	35	37	32	
4. Free and Reduced	58%	41%	46%	66%	
Number of students tested	23	12	20	27	

Huntley Project Elementary ● Worden, Montana

Table 2

REFERENCED AGAINST NATIONAL NORMS

Subject___Math_____ Grade:__4____ Test___Iowa Test of Basic Skills (ITBS) Form A__

Edition/Publication Year__2001__ Publisher_____Riverside Publishing Company_____

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles _X__

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	
SCHOOL SCORES					
Total Score	73%	66%	57%	69%	
Number of students tested	50	48	59	59	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	2	1	0	
Percent of students alternatively assessed	0	4.1	1.6	0	
SUBGROUP SCORES					
1. Female	76%	69%	41%	69%	
Number of students tested	24	23	23	35	
2. Male	71%	61%	66%	68%	
Number of students tested	26	23	35	24	
3. NOT Free and Reduced	80%	69%	67%	71%	
Number of students tested	26	34	37	32	
4. Free and Reduced	66%	52%	38%	67%	
Number of students tested	24	12	21	27	

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Table 3
REFERENCED AGAINST NATIONAL NORMS

Subject:___Reading_____ Grade__4___ Test:___Iowa Test of Basic Skills (ITBS) Form A__

Edition/Publication Year:__2000____ Publisher:_____Riverside Publishing Company_____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
% Proficient and Advanced	77	83	79	90	
%Proficient	55	66	70	71	
%Advanced	22	17	9	19	
Number of students tested	50	49	58	59	
Percent of total students tested	100	100	98.2	100	
Number of students alternatively assessed	1	2	1	0	
Percent of students alternatively assessed	2	4	1.7	0	
SUBGROUP SCORES					
1. Females					
% Proficient and Advanced	87	87	68	88	
%Proficient	74	70	59	71	
%Advanced	13	17	9	17	
Number of Students Tested	23	23	22	35	
2. Males					
% Proficient and Advanced	69	80	86	92	
%Proficient	38	63	77	71	
%Advanced	31	17	9	21	
Number of Students Tested	26	24	35	24	
3. NOT Free and Reduced					
% Proficient and Advanced	85	89	89	94	
%Proficient	54	66	78	72	
%Advanced	31	23	11	22	
Number of Students Tested	26	35	37	32	
4. Free and Reduced					
% Proficient and Advanced	70	67	60	85	
%Proficient	57	67	55	70	
%Advanced	13	0	5	15	
Number of Students Tested	23	12	20	27	
STATE SCORES					
% Proficient and Advanced	78	77	76	79	
%Proficient	57	57	57	58	
%Advanced	21	20	19	21	

Table 4
REFERENCED AGAINST NATIONAL NORMS

Subject:___Math_____ Grade:___4___ Test:___Iowa Test of Basic Skills (ITBS) Form A__

Edition/Publication Year:__2000____ Publisher:_____Riverside Publishing Company_____

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
% Proficient and Advanced	88	79	69	89	
%Proficient	62	70	59	75	
%Advanced	26	9	10	19	
Number of students tested	50	48	59	59	
Percent of total students tested	100	97.9	100	100	
Number of students alternatively assessed	0	2	1	0	
Percent of students alternatively assessed	0	4	1.7	0	
SUBGROUP SCORES					
1. Females					
% Proficient and Advanced	92	87	56	91	
%Proficient	63	78	52	77	
%Advanced	29	9	4	14	
Number of Students Tested	24	23	23	35	
2. Males					
% Proficient and Advanced	85	70	77	84	
%Proficient	62	61	63	71	
%Advanced	23	9	14	13	
Number of Students Tested	26	23	35	24	
3. NOT Free and Reduced					
% Proficient and Advanced	93	83	78	90	
%Proficient	58	71	16	81	
%Advanced	35	12	62	9	
Number of Students Tested	26	34	37	32	
4. Free and Reduced					
% Proficient and Advanced	84	67	52	86	
%Proficient	67	67	52	67	
%Advanced	17	0	0	19	
Number of Students Tested	24	12	21	27	
STATE SCORES					
% Proficient and Advanced	78	75	72	73	
%Proficient	60	59	58	59	
%Advanced	18	16	14	14	